EDO01669 HOUGH COMMUNITY PROJECT. Hough Community Project (Hough Community Project, Addison Junior High School, Cleveland, Ohio). 5p.

ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC ACCESSION NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001669	NA	NA	

4. AUTHOR(S):
Hough Community Project

5. TITLE OF DOCUMENT ABSTRACTED:
Hough Community Project

6. PUBLICATION TITLE:
NA

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COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

7. EDITOR(S):
NA

8. PLACE OF ORIGIN
Hough Community Project
ORG.
Addison Junior High School
ST. Cleveland, Ohio
CITY, STATE

9. PUBLISHER OR SOURCE
Hough Community Project Ohio
Addison Junior High School, Cleveland,/

TELE. EXT.
INST/LOC CODE

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
NA	NA	NA	5

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (8-12)

culturally deprived	teacher workshops	reading, remedial		
adult education	curriculum planning	enrichment		
day camps	arithmetic, remedial	Cleveland, Ohio		
		Hough Community Project		

17. ABSTRACT (MAX. 250 WORDS)

The attempt was made to provide proper educational experiences for the culturally disadvantaged. The activities initiated since October 1961 include the reorganization of the junior high school adult education program and after school activities. The reorganization is still in the planning stages, but features being considered are: self-contained classrooms, team-teaching, curriculum flexibility and administrative decentralization. One school provides a classroom program designed to increase the personal contact between faculty members and parents. In addition to a recreation program, a Saturday morning reading program for retarded readers was in operation. An Enrichment Experience Club, supervised after school study periods, and a remedial arithmetic program have been initiated.

Programs for improving education among in-migrant, highly mobile or other culturally limited families have been in operation. A home visitation program has improved home-school relationships and provided increased information on student backgrounds.

Teacher workshops in reading have been held to broaden the junior high reading program. Day camp experiences are being planned for elementary and junior high school pupils. A social worker has been assigned to the program.

ERIC No.	18. SOURCE OF ABSTRACT		
	C. FUNDING DATA		
	19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. PROJECT NO.
		22. TOTAL COST OF PROJECT	
		23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

HARVARD GRADUATE SCHOOL OF EDUCATION
CENTER FOR RESEARCH & DEVELOPMENT
CAMBRIDGE, MASSACHUSETTS 02138

ED001669

HOUGH COMMUNITY PROJECT
ADDISON JUNIOR HIGH SCHOOL
CLEVELAND, OHIO

From a modest beginning in the Fall of 1960, when the focus was upon a limited number of in-migrant pupils, to a significantly broader program today, which encompasses an entire community, its organizations, and its schools, the Hough Community Project has gained momentum and now holds promise of contributing significantly to the reorientation of Cleveland junior high schools serving a predominantly culturally deprived area.

Several exciting innovations have been added to the program since our last meeting.

This report is divided into two parts:

A. Activities initiated since October, 1961.

B. Progress in activities in operation or planned prior to October, 1961.

GROUP A

1. JUNIOR HIGH SCHOOL REORGANIZATION

Since the start of the junior high school program in Cleveland, it has been assumed that pupils leaving the sixth grade are fully prepared for the "new freedoms" of secondary school life. For the children whose early school years and home life have been "normal" and stable, this assumption may be valid. When we consider, however, the fact that more and more such families are "fleeing" to the suburbs, and the culturally deprived child and his family are remaining in and migrating to the city, we can assume that many city school children are not ready for junior high school as we know it in Cleveland.

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Readiness involves more than completion of six years of school and attainment of a given age. Cultural and emotional forces frequently interfere with academic readiness. It is with this in mind that reorganization is taking place at Addison Junior High.

In this reorganization, much consideration is being given to the manifest needs of the children in this community, as revealed by the findings of the Hough Project staff.

Plans have not been finalized at this time but some of the features being considered are self-contained classrooms, team teaching, flexibility of curriculum and decentralization of administration.

It is anticipated that the reorganized program will be in operation in the fall of 1962.

2. ADULT INSTRUCTIONAL PROGRAM

In the area of parent participation in adult activities of the school, a rather significant break-through was achieved with the establishment of what could likely become an Adult Education Center at Addison. It had been previously demonstrated, of course, on a limited scale that there was interest in adult education among the people of the neighborhood. The response to this particular effort to get adults involved in a varied program of meaningful school activities was quite gratifying.

Among the interesting features of this program, is the fact that many Hough Area absentee landlords are paying tuition so that their custodial staffs can attend courses in building maintenance.

A perusal of the enrollment data reveals that practically all the students are parents of pupils in project schools, making the Addison Evening School a neighborhood facility in a real sense.

Addison teachers are instructing several classes, enabling parents of many Addison youngsters to have frequent profitable, personal contact with Addison faculty members.

3. NON-SCHOOL HOUR ACTIVITIES

Aside from the recreation program, which is in operation after school and on Saturday mornings, three additional activities have been organized.

a. Reading Instruction Program

Approximately 100 pupils retarded in reading were organized into 5 classes, and instruction began Saturday morning, March 17, 1962. The classes in this ten-Saturday program are being taught by the reading specialists, and three Addison teachers have been receiving intensive instruction in the teaching of reading. Using these three teachers is serving a second purpose. They are gaining supervised experience in the teaching of reading in preparation for a summer reading improvement teaching assignment.

b. The Week

The Weekly Enrichment Experience Klub is beginning operations today, March 24, 1962. This group of Addison pupils, organized on a club basis, will make regularly scheduled trips to points of educational, cultural and occupational interest. These pupils, all project-affiliated, will be closely supervised and evaluated to determine whether concentrated enrichment activities can make a significant impact on the aspirational level of a child.

c. After-School Supervised Study Periods

The first of a series of daily after-school study periods was held March 12, 1962. Because the conditions under which many Addison youngsters live are not conducive to study of the development of adequate study habits, the school is providing an opportunity, on a voluntary basis, for any pupil to do homework assignments with the guidance of a teacher.

4. REMEDIAL ARITHMETIC

A remedial arithmetic program established for pupils in need of help is progressing satisfactorily.

GROUP B

1. HOME VISITATION PROGRAM

Since the beginning of the present school year, there have been identified approximately 1400 in-migrant, highly mobile or other culturally limited families involving over 3000 pupils in Addison and its contributing elementary schools.

This involvement with the parents and all of their school-aged children we believe is providing a sound basis for building more effective home-school relationships.

The visitors have made in excess of 4000 contacts with these children and their families. They have worked cooperatively with other school and project personnel in planning and implementing individualized courses of action.

In addition, the home visitors were singularly responsible for organizing a Father's Club in one school community. This group has as its objective the following:

1. Neighborhood improvement.
2. Checking and controlling "gang activity."
3. Improvement of home-school communication.
4. Aid in neighborhood recreation programs.

The following typical reactions of principals of elementary schools are indicative, we believe, of the usefulness of this additional, complementary pupil personnel service:

"It would ordinarily take several months in many cases to assemble the background material we've been able to secure in a few days."

"An experienced school person always dreams of this ideal liaison between the home and the school and we have felt that we attained this goal through the program."

2. READING WORKSHOPS

In December, a horizontal expansion of the reading program took place through a series of teacher workshops held at Addison Junior High.

All Cleveland junior high school teachers were invited. The attendance was entirely voluntary, sessions being held on Saturday morning.

Fifty-six teachers, representing 20 junior high schools attended all of the sessions. Though this number may seem small percentage-wise, the response was most enthusiastic and gratifying.

Similar workshops were held during the school day in the month of November for teachers new to Addison Junior High.

As a result of the encouraging response, methods are being evaluated for further expansion of this worthwhile and necessary activity.

3. SCHOOL CAMPING

Plans are being made for an expansion of school camping activities. Elementary and junior high school pupils will be given day camp experience during the month of May.

Seven days of summer camping are being planned for the 5th and 6th grade elementary pupils immediately following the close of school.

Five days of summer camping will be offered to incoming and present 7B pupils the second week of vacation. Each of these sessions will be co-educational and will be closely supervised by school teacher-counselors and regular camp counselors.

4. SOCIAL SERVICE ACTIVITIES

As a culmination of planning reported at the October meeting, a social worker was assigned to the project December 1, 1961.

It is anticipated that this additional liaison between educational and welfare agencies will establish better channels of communication and a "feedback" system that will provide schools and school personnel with information concerning pupils that has not been readily available in the past.